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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.1.    Sort, classify and order numbers and objects by one and two attributes including size, shape, color, texture, orientation, position and use, and explain the reason or rule used. (includes CR: Quick Images)  **CC.1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.  2.2.13. Create problems and write one- and two-digit number sentences that reflect contextual situations and real world experiences. Solve the problems using a variety of methods including models, pictures, pencil and paper, estimation and mental computation, and describe the reasoning or strategies used. For example: Tell a story or draw a picture for a problem that can be solved using the number sentence 10 + 6 = 16.  **CC.1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **CC.1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **CC.1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.  **CC.1.OA.5 Relate** counting to addition and subtraction (e.g., by counting on 2 to add 2).  **CC.1.OA.6 Add** and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).  **CC.1.OA.8** Determine the unknown number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = \_\_ – 3, 6 + 6 = \_\_.  **CC.1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.  3.1.1.    Identify and describe familiar two- dimensional shapes and three-dimensional solids in the environment and contextual situations.  **CC.1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.  **CC.1.G.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.  3.1.2.    Copy two- and three-dimensional designs from visual memory.  **CC.1.G.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.  3.1 4. Construct shapes and solids using a variety of materials and create two-dimensional shapes and designs with a line of symmetry.  **CC.1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.  **CR: Start With/Get To**  1.2.5. Model real-life situations that represent the result of counting, combining and separation of sets of objects (addition and subtraction of whole numbers) with objects, pictures, symbols and open sentences.  **CC.1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **CC.1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.  **CC.1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.  **CC.1.OA.8** Determine the unknown number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = \_\_ – 3, 6 + 6 = \_\_.  2.2.9. Count by rote to at least 100.  **CC.1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  2.2.10. Count on from a given amount, orally and with models, and count back from 10.  **CC.1.OA.5 Relate** counting to addition and subtraction (e.g., by counting on 2 to add 2).  **CC.1.OA.6 Add** and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).  **CC.1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  2.2.12 Identify, read and write numerals to 100.  **CC.1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **CR:Morning Meeting**  3.3.6.    Know the days of the week in order and locate dates, days, weeks and months on a calendar. Use the information to solve problems involving the planning and sequencing of events.  **CC.1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.  **CR:How Many Now?**  4.1.2. Collect and systematically organize and represent the data that answers the questions using lists, charts and tables, tallies, glyphs (coded pictures), picture graphs and bar graphs.  **CC.1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  1.1.3. Replicate a pattern using a different representation, e.g., from color to shape.  **CC.4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.  2.1.1 Represent and identify whole numbers up to 100 as groups of tens and ones using models and number lines.  **CC.K.CC.1** Count to 100 by ones and by tens.  **CC.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  **CC.K.CC.4a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  **CC.K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. |
| **CCSS but not GLE’s** |